

2024-2025 School Improvement Plan *at a glance*

State Report Card

Meets Expectations
68.6



Milwaukee Parkside School for the Arts

Grades Served: K4-Grade 8

Principal: Lila Hillman

2969 S. Howell Ave.
Milwaukee, WI 53207



School Improvement Focus

Instruction

Professional Learning Communities

Theory of action: If we implement professional learning communities, including collecting and analyzing formative/common assessment data and planning for multi-level groupings, then teachers and staff will plan instruction for differentiated student groupings. As a result, students will get high-quality, targeted instruction that meets their needs as evidenced by improved student performance on common/formative assessments and higher student achievement through walk-throughs and assessment data by the end of the 2024-2025 school year.

Culture and Climate

Social and Emotional Learning

Theory of action: If we implement social and emotional learning, including instruction on self-regulating strategies pertaining to following school expectations and procedures, then teachers and staff will provide students with a calm, safe, and equitable learning environment. As a result, students will feel a sense of community and a sense of belonging as evidenced by decreased referrals and increased student attendance by the end of the 2024-2025 school year.

School Vision and Values

School Vision

We envision that all students will become critical and creative problem solvers by exploring connections between the arts and academics to experience success today and in the future.

School Values

We are committed to celebrating our creative and diverse community while building character through a challenging academic and arts program.

Long-Term Goals

ACCELERATING LEARNING

1. Schools will demonstrate a 5% increase in the number of students who score *meeting/advanced* in math and English language arts (overall and disaggregated by groups) on the state assessments for each consecutive year from the spring of the previous year to the spring of the current year.
2. Schools will demonstrate a 10% decrease in the number of students who score *developing* in math and English language arts (overall and disaggregated by groups) on the state assessments for each consecutive year from the spring of the previous year to the spring of the current year.

CULTIVATING EQUITABLE LEARNING ENVIRONMENT

1. Schools will maintain a 95% attendance rate.
2. Schools will have 100% of students regularly attending (90% of the time).
3. Schools will reduce the percentage of Black/African American students receiving behavior referrals (ODRs) by 10% by the end of the school year through the use of equitable practices as part of a multi-tiered system of support.

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